

**Montana Comprehensive Assessment System  
(MontCAS, Phase 2)  
Criterion-Referenced Test Alternate Assessment  
(CRT Alternate)**



**Spring 2004**

**CRT-Alternate Administration Manual**

## CRT-Alternate Procedural Checklist

- ☐ Receive secure CRT-Alternate Test Booklets from Test Coordinator.
- ☐ Download nonsecure test materials from [www.measuredprogress.org](http://www.measuredprogress.org) (scroll down to select "Clients"; select "Montana"; select "Alternate Assessment", click on the heading: *Nonsecure CRT-Alternate Test Materials*, download the materials needed and print) – Requires Adobe Acrobat Reader.
- ☐ Read the CRT-Alternate Administration Manual and the CRT-Alternate Test Booklets.
- ☐ Determine the test activity that you will use – either the suggested test activity or a similar test activity that you create.
- ☐ Adapt materials for student if necessary.
- ☐ Schedule time for administration and/or support.
- ☐ Administer the assessment.
- ☐ Fill out evidence/notes using template(s) provided.
- ☐ Staple evidence to CRT-Alternate Test Booklets (Math CRT-Alternate Test Booklet with math evidence- Reading CRT-Alternate Test Booklet with reading evidence) and an outline of the test activity used if the suggested test activity was not used.
- ☐ Receive Student Response Booklet(s), student barcode labels and white plastic envelopes from Test Coordinator on or about March 25, 2004.
- ☐ Fill out student demographic information on the front cover and page 2 of the Student Response Booklet using the CRT Test Administrator's Manual for directions.
- ☐ Transfer scores from the CRT-Alternate Test Booklets to the Student Response Booklet (pages 11 and 13).
- ☐ Place student barcode label inside the Student Response Booklet (pages 11 and 13), on the cover of the CRT-Alternate Test Booklets, and outside of the white envelope labeled "For return of CRT-Alternate student test materials."
- ☐ Place student's Test Booklet (s) in the white plastic envelope labeled "For return of CRT-Alternate student test materials", **one envelope per school and grade.**
- ☐ Fill out Class Identification Sheet, place Student Response Booklets behind it, and place them in the white plastic envelope labeled "For return of used answer documents only", **one envelope per school and grade.**
- ☐ Return all envelopes to Test Coordinator.

**Montana Comprehensive Assessment System (MontCAS, Phase 2)  
Criterion-Referenced Test Alternate Assessment  
(CRT-Alternate)  
Spring 2004 Administration Manual**

**Table of Contents**

	<b>Page</b>		<b>Page</b>
<b>Acknowledgements</b>	3	<b>Making the CRT-Alternate Accessible to All Students</b>	23
<b>Introduction</b>	5	<ul style="list-style-type: none"> <li>Adaptations and Assistive technology are allowed</li> </ul>	23
<ul style="list-style-type: none"> <li>Purpose of the CRT-Alternate</li> </ul>	5	<ul style="list-style-type: none"> <li>Implementation considerations for a sample of test activities</li> </ul>	24
<b>Who Should Take the CRT-Alternate?</b>	6		
<ul style="list-style-type: none"> <li>Participation guidelines</li> </ul>	6		
<b>How is the CRT-Alternate Administered?</b>	8	<b>Contact Information</b>	26
<b>Administration Procedures</b>	8	<ul style="list-style-type: none"> <li>Assessment materials</li> </ul>	26
<ul style="list-style-type: none"> <li>Who should administer the CRT-Alternate?</li> </ul>	8	<ul style="list-style-type: none"> <li>Administration procedures</li> </ul>	26
<ul style="list-style-type: none"> <li>Getting ready</li> </ul>	8		
<ul style="list-style-type: none"> <li>Administering the assessment</li> </ul>	9		
<ul style="list-style-type: none"> <li>Evidence required</li> </ul>	10		
<ul style="list-style-type: none"> <li>Returning the assessment materials</li> </ul>	11		
<b>Scoring Directions</b>	12		
<ul style="list-style-type: none"> <li>Using scaffolding to gather student performance information</li> </ul>	12		
<ul style="list-style-type: none"> <li>Scoring process flow chart</li> </ul>	14		
<ul style="list-style-type: none"> <li>Scoring rubric</li> </ul>	15		
<ul style="list-style-type: none"> <li>Scoring examples</li> </ul>	17		
<ul style="list-style-type: none"> <li>Scoring summary</li> </ul>	22		

## **Acknowledgments**

The MontCAS, Phase 2, Criterion-Referenced Test Alternate Assessment (CRT-Alternate) was developed as a collaborative project between Measured Progress and the Montana Office of Public Instruction divisions of assessment, special education, and educational opportunity and equity.

An advisory committee, representing perspectives of parents, teachers, administrators, and faculty in higher education, provided input during the development of this assessment. In addition, teacher work groups were formed at several points in the development process. Math and reading item development work groups, composed of general and special education teachers, were formed. These teachers developed test activities that are the basis of the performance tasks for this assessment. A third group of special education teachers and administrators participated in the beta testing of this assessment, providing valuable feedback about the test design. The Montana Office of Public Instruction extends its deep appreciation to each of the following individuals for their participation in the development of the CRT-Alternate and their commitment to the inclusion of all children in the state system of accountability.

### **CRT-Alternate Beta Test Teachers and Administrators**

Emilie Anderson, Missoula, MT  
Tara Bohn, Missoula, MT  
Tammy Cole, Lolo, MT  
Marie Craton, Missoula, MT  
Maureen Dachs, Kalispell, MT  
Geri Darko, Great Falls, MT  
Anne Fitz, Helena, MT  
Heidi Foreman, Helena, MT  
Jeanne Glendening, Missoula, MT  
Stacey Hanson, Polson, MT  
Wendy Ihde, Frenchtown, MT

Susan Jacobson, Kalispell, MT  
Bill Johnson, Columbia Falls, MT  
Lisa Lowney, Helena, MT  
Bonnie McCormick, Stevensville, MT  
Bev McDaniels, Hamilton, MT  
Janet Mullis, Kalispell, MT  
WyAnn Northrop, Missoula, MT  
Paula Onstad, Stevensville, MT  
Megan Richert, Helena, MT  
Criss Rigby, Philipsburg, MT  
Marvin Williams, Helena, MT

### **CRT-Alternate Assessment Advisory Committee**

Kim Allen, Great Falls, MT  
Nancy Anderson, Great Falls, MT  
Susan Gregory, Billings, MT  
Joanne Hallock, Fort Peck, MT

Shaun Harrington, Billings, MT  
Carol Kron, Livingston, MT  
Joyce Silverthorne, Dixon, MT  
Karla Wohlwend, Havre, MT

### **CRT-Alternate Assessment Math Developers**

Jenny Bland, Libby, MT  
Lee Brown, Missoula, MT  
Susan Buechler, Billings, MT  
Janet Euell, Ballantine, MT  
Dr. Roberta J. Flexer, Louisville, CO  
Rebecca Frisbee, Great Falls, MT  
Karen Johnson, Deer Lodge, MT  
Kelly Klein, Worden, MT

Carol Kron, Livingston, MT  
Judith McKay, Libby, MT  
Denielle Miller, Bozeman, MT  
Joyce Miller, Great Falls, MT  
Karen Nave, Havre, MT  
Mary Nelson, Livingston, MT  
Diane Sherman, Huntley, MT  
Glenda Truesdell, Townsend, MT

### **CRT-Alternate Assessment Reading Developers**

Jerri Boksich, Whitefish, MT  
Teri Brogdon, Denver, CO  
Sue Brown, Whitefish, MT  
Glenn Castle, Cut Bank, MT  
Sandy Grey Eagle, Wibaux, MT  
Norma MacKenzie, Whitefish, MT  
Linda Malingo, Kalispell, MT

Terrie Noser, Libby, MT  
Michele Paine, Bigfork, MT  
Juanita Sloss, Browning, MT  
Debra Waite, Bozeman, MT  
Kristen Walser, Bozeman, MT  
Robin Zeal, Whitefish, MT

## **Introduction**

### **Purpose of the CRT-Alternate Assessment (MontCAS, Phase 2)**

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that children with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for groups of students on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students should be academically challenged and taught to high standards. It is also necessary that all students be involved in the educational accountability system.

To ensure the participation of all students in the state's accountability system, Montana has developed the Criterion-Referenced Test-Alternate (CRT-Alternate). The CRT-Alternate is an evidence-based test that is aligned with Montana's content standards through extended benchmarks and measures student performance based on alternate achievement standards. It is expected that only those Individuals with Disabilities Education Act (IDEA)-eligible students with the most significant cognitive disabilities will participate in the CRT-Alternate.

## Who Should Take the CRT-Alternate?

### Participation guidelines

The decision as to how a student with disabilities will participate in the state's accountability system is a team decision made by the student's Individualized Education Program (IEP) team. When making its decision as to whether the students with disabilities should participate in the CRT-Alternate, the IEP team should address each of the questions in the chart below:

<i>For each of the statements below, circle yes or no</i>		
<b><i>Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?</i></b>	YES	NO
<b><i>Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?</i></b>	YES	NO
<b><i>Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?</i></b>	YES	NO
<b><i>Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?</i></b>	YES	NO

***If you answer "NO" to any of the above questions, the student must participate in the regular CRT. If all answers are yes, the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.***

**The decision to determine a student's eligibility to participate in the CRT-Alternate may not be based on:**

- Excessive or extended absence;
- Disability category;
- Social, cultural or economic difference;
- The amount of time receiving special education services; and
- Academic Achievement significantly lower than his or her same age peers.

Because the regular CRT provides full access to the vast majority of students, it is expected that only a very small number of students will participate in the CRT-Alternate.

*In accord with 34 CFR 200.13 Adequate Yearly Progress in General, there is a 1% cap applied to the number of proficient and advanced scores based on the alternate assessment that may be included in AYP calculations at both the state and district levels.*



## **How is the CRT-Alternate Administered?**

### **Administration Procedures**

#### **Who should administer the CRT-Alternate?**

The special education teacher or someone who is certified and has worked extensively with the student and is trained in the assessment procedures should administer the assessment. The test administrator may find it helpful to ask another person in the school to assist with the administration.

These additional persons may include but are not limited to:

- Parent
- General education teacher
- Paraprofessional
- Special service provider (Speech/language therapist, psychologist, occupational or physical therapist, etc.)
- School counselor
- Principal
- Other educational professional

#### **Getting ready**

The test administrator will be ready to implement the Reading and/or Mathematics test activities after following a few basic steps:

- Attend a training session.
- Receive the secure CRT-Alternate Test Booklets from the test coordinator and download nonsecure materials from [www.measuredprogress.org](http://www.measuredprogress.org) (scroll down to select “Clients”; select “Montana”; select “Alternate Assessment”, click on the heading: *Nonsecure CRT-Alternate Test Materials*, download the materials needed and print) on or about February 13, and review materials. You may need to further adapt materials to meet the needs of the students taking the assessment.

- Read the CRT-Alternate Administration Manual to become familiar with the administration and scoring directions.
- Read the test activities to become familiar with the test activity steps and performance indicators.
- Determine the test activity that you will use – either the suggested test activity or a similar test activity that you create.
- Consider how the student will access and respond to the test activity. Determine the adaptations and supports that the student will need.
- Check to ensure that you have all of the materials you will need to complete the test activity.
- Provide the assistive technologies that the student needs to access the materials and respond to the test activities.
- Schedule the assessment administration session for a time and place that are optimal for student effort and focus.

### **Administering the assessment**

Several important considerations must be kept in mind while the assessment is being administered:

- Accurate scaffolding and scoring are very important. You may want assistance in observing the student and organizing materials to aid in accurate administration and scoring. A detailed explanation of scaffolding and scoring is provided in the next section of this manual.
- You may write notes and scores in the CRT-Alternate Test Booklet as you administer the assessment. The Student Response Booklet should be filled in using the data you recorded in the CRT-Alternate Test Booklet. The answer filled in on the Student Response Booklet will be the official score.
- Score as you go. Score each performance indicator as it is completed, before you start the next item.
- Watch the student for indications that a break may be needed. You may halt the assessment at any time and resume at a later time. If you stop before all of the items in a test activity are completed, pick up where you left off. Do not rescore any of the indicators you previously administered. (If the reading test activity is halted at any time during administration, reread the story before beginning the remaining items. If the mathematics test activity is halted at any time during administration, show the student the materials with which you were working, and review the last item the student completed before halting the assessment.)

## **Evidence required**

Each of the test activities requires that evidence be collected based on the products that are created during the course of the assessment. Template(s) are provided for all evidence that is required. **Please use the title of the template when referring to it.** Select the presentation that best matches the student's abilities and skills:

- Written work by the student (e.g., the student collects data and fills out a bar chart with a marker).
- Pictures of student output (e.g., the student arranges objects to form an answer to a question about the sequence of events in a story and a picture captures the arrangement).
- Picture symbols pasted on the template or a scanned/photocopied image of the template that the student arranges and that he/she wants to keep.
- Computer printout of student's keyed responses.
- Teacher-recorded responses (e.g., the teacher fills out a T-table based on the yes/no answers from a student using a Big Mac switch or eye gaze).
- Anecdotal record describing student's actions supplied by the observer (e.g., the observer notes that the student smiled when shown a picture of his/her favorite character in a story).

**All of the evidence must be stapled to the CRT-Alternate Test Booklet.**

## Returning the assessment materials

After the assessment is completed, gather the assessment materials, which will be returned in a separate envelope for each grade level. **Materials that must be returned are the CRT-Alternate Test Booklets with the required evidence [template(s) provided with each test activity] and the Student Response Booklet. If a teacher-designed test activity was implemented, an outline of the test activity must be stapled to the CRT-Alternate Test Booklet.** You will receive a package of return shipment materials for each student from your test coordinator. Please check carefully to make sure you have all of the materials. Please follow the steps listed below when returning the assessment materials:

- On or about March 25, you will receive from your Test Coordinator the following materials:
  - Student Response Booklet(s) for each student with a CRT Test Administrator's Manual
  - Class Identification Sheet(s)
  - a set of barcode labels for each student
  - white plastic envelopes
    - envelope(s) for returning used Student Response Booklets labeled "For return of used answer documents only" and a Class Identification sheet (one envelope per school and grade)
    - envelope(s) for student CRT-Alternate Test Booklets labeled "For return of CRT-Alternate student test materials" (one envelope per school and grade)
- Fill out the student demographic information on the front cover and page 2 of the Student Response Booklet using the CRT Test Administrator's Manual.
- Transfer the scores from the CRT-Alternate Test Booklets to the Student Response Booklet.
- **Place barcode label(s) in the Student Response Booklet (pages 11 and 13), on the cover of the student's CRT-Alternate Test Booklet, and on the outside of the white plastic envelope label "For return of CRT-Alternate test materials.** It is critical that the barcode labels are attached to each student's materials, including inside the Student Response Booklet (one set of barcode labels per student).
- Place all your students CRT-Alternate Test Booklets into the envelope labeled "For return of CRT-Alternate student test materials", one envelope per school and grade.
- Fill out the Class Identification Sheet, place the Student Response Booklets behind it, and put them into the white plastic envelope labeled "For return of used answer documents only", one envelope per school and grade
- Return the sealed envelopes to your test coordinator on or before April 16.

## **Scoring Directions**

### **Using scaffolding to gather student performance information**

Scaffolding is a process of providing the student the support needed to respond to the questions in the test activity. During daily instruction, many strategies are used frequently to ensure that students experience success. For example, if a student is unable to make a correct choice from a display of 4 pictures, the teacher reduces the complexity of the test activity by removing one of the choices. Scaffolding serves this same function and is provided so that students will experience success in completing the test activities. An important result of scaffolding is that it helps students demonstrate their knowledge and skills. These skills can be described and measured, resulting in an accurate picture of what students CAN do!

The scoring system in the CRT-Alternate is built on increasing amounts of scaffolding, provided only when the student does not respond or responds incorrectly. This approach is sometimes described as a “least to most” prompt hierarchy.

Each test activity begins with items that introduce the subject and materials that will be used in the test activity. These items will be scored as either a 4 (student responds accurately and with no assistance) or a 0 (student does not respond or actively resists).

After these items are scored, each subsequent item within the test activity will be scored on a four-point scale (4–1, with “4” representing a correct, independent response and “1” representing a correct response that has been completely guided by the teacher. A score of “0” will be used when the student does not respond or actively resists participation in the test activity.

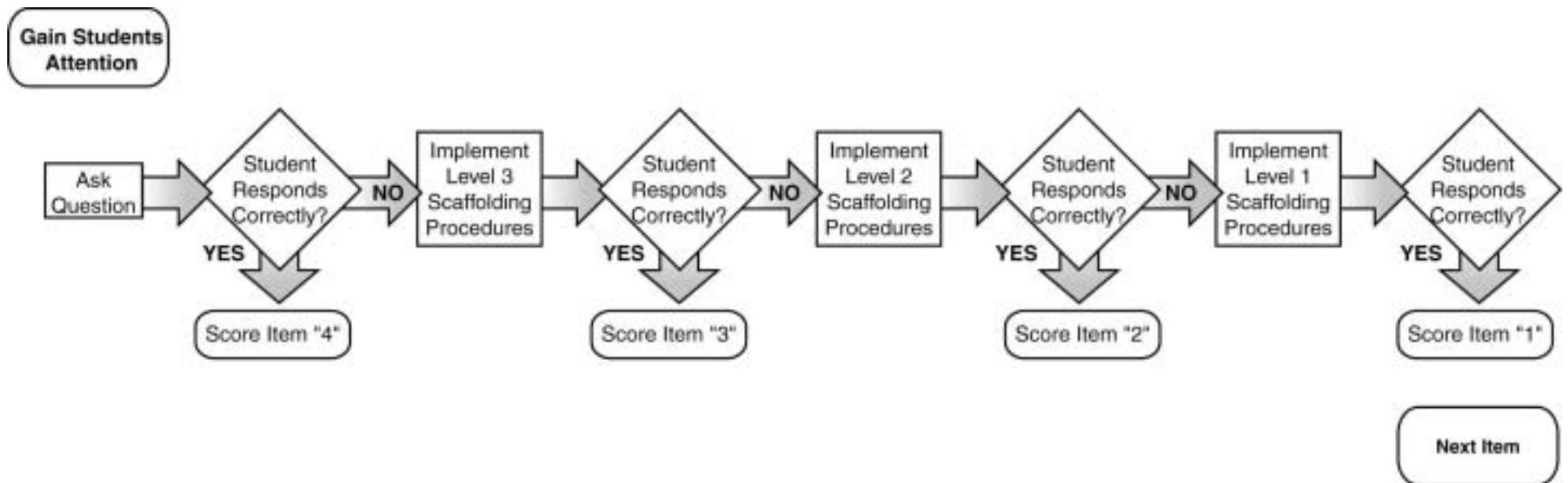
A script is provided for scaffolding for each of the suggested test activities. It describes the prompts that can be used to scaffold the student to a level 3 or level 2. It may be used verbatim or modified by the teacher to meet the needs of the student. For each test item, level 1 prompting is full support from the teacher to guide the student to the correct response. Depending on the student and the test item, this may involve physically guiding the student to the correct response, or some other form of support that ensures that the student responds correctly. If the teacher decides to create a test activity rather than use the suggested one, the scaffolding script may be used as a guide.

**It is critical that the test administrator deliver each item in a way that allows the student the opportunity to score at level 4.** That is, assume that the student can respond independently to each item, even if that is not the usual instructional practice. Follow the guidelines to observe the student demonstrating the performance required and allow adequate wait time for the student to process the information and respond without assistance. Do not repeat the questions multiple times. Then, if the student does not respond or responds incorrectly, scaffold the student to level 3—“student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three”. Again, give the student adequate wait time. If the student does not respond or responds incorrectly, scaffold to level 2—“student responds accurately when teacher provides basic yes/no questions or forced choices between two options”. If the student still does not respond with the desired behavior, scaffold to level 1—“student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance)”. If the student resists participating for an item, the test administrator will indicate a “0”—“student does not respond or actively resists.”

Scaffolding is based on the amount of information the student needs to reach the correct response. Think of a funnel. If the student can respond independently (4), no further information is needed by the student. If the student does not respond accurately or independently, more information is given about the item and the choices are reduced (3) [see script in the CRT-Alternate Test Booklet]. This funneling toward the correct response continues as the student needs more assistance – by providing specific information about the item and a forced choice between two options (2) [see script in the CRT-Alternate Test Booklet], and finally, to guiding the student to the correct response (1). In this way, the student is not expected to “get it” or “not get it,” as in most on-demand assessments. The CRT-Alternate considers the level of assistance that students need to demonstrate their knowledge and skills and thus provides more precise information about student performance and achievement. This system is sensitive to small increments of change in student performance, an important consideration in describing the learning outcomes of students with severe disabilities.

This process must be used systematically with **each** performance indicator identified for scoring within the test activity. The intent is to give the student every opportunity to perform independently on each item. A visual depiction of this process is provided below.

## Scoring process flow chart



## Scoring rubric

Each test activity begins with introductory items. Only the scoring categories of 4 and 0 will be used to score these introductory items.

The following rubric will be used to score remaining items. The score sheet provides space next to every performance indicator in which responses can be recorded in one of the four levels plus 0. **Only one response must be filled in for each performance indicator.**

**Score every item until the student scores in level 1 or 0 for five consecutive items. Halt the administration if the student scores in level 1 or 0 for five consecutive items. Leave the remaining items blank.**

The scoring rubric provided below is also available on a single unattached page at [www.measuredprogress.org](http://www.measuredprogress.org) (scroll down and select “clients”, select “Montana”, select “Alternate Assessment”, select “Nonsecure Test Materials”, select “Scoring Rubric” and print), to use during administration of the test activity. Please have it available for your reference as you work through the test activities with the student.

During the test activity, the test administrator is encouraged to record directly in the CRT-Alternate Test Booklet the responses and any notes about the student’s performance. **Later, the scores will be transferred to the Student Response Booklet.**

### Montana Alternate Assessment Scoring Rubric

**Performance (independence and accuracy)** Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response, providing full physical assistance).	Student does not respond or actively resists.



**The following information will be collected on the Student Response Booklet for each student after the administration of EACH content area:**

<b>Content exposure/generalization</b>	<b>YES</b>
1. The materials used and/or the test activity presented was a unique experience for the student.	<input type="radio"/>
2. The materials used and/or the test activity has been presented to the student several times prior to scoring.	<input type="radio"/>
3. The materials used and/or the test activity is very familiar to the student.	<input type="radio"/>

<b>Test activity used</b>	<b>YES</b>
4. The student completed the test activity.	<input type="radio"/>
5. The student completed the evidence, and it is attached to the CRT-Alternate Test Booklet.	<input type="radio"/>
6. The sample test activity was used.	<input type="radio"/>
7. The teacher developed a test activity. (Please submit an outline of the test activity and a description of materials used.)	<input type="radio"/>
8. An outline of the test activity used is attached to the CRT-Alternate Test Booklet.	<input type="radio"/>

<b>Administration time</b>	<b>Total Time</b>	
9. Set-up/planning time	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.	<input type="radio"/> 3 hr. <input type="radio"/> 4 hr. <input type="radio"/> 5 hr. or more
10. Time directly administering the assessment	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr.	<input type="radio"/> 2 hr. <input type="radio"/> 3 hr. or more

<b>Assessment materials used</b>	<b>YES</b>
11. Materials consisted primarily of written text.	<input type="radio"/>
12. Materials were primarily non text (e.g., video, objects, pictures, symbols).	<input type="radio"/>
<b>If a teacher developed test activity was used:</b>	<b>YES</b>
13. Materials involved topics used by typical students at this grade level ( $\pm$ 2 years).	<input type="radio"/>
14. Materials involved topics of special interest mainly to the student.	<input type="radio"/>

<b>Individualized adaptations used</b>	<b>YES</b>
15. Assistive technologies (e.g., AlphaSmart, calculator, Big Mac switch, Intellitools keyboard, etc.)	<input type="radio"/>
16. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	<input type="radio"/>
17. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	<input type="radio"/>
18. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	<input type="radio"/>
19. Other (please indicate):	<input type="radio"/>

## Scoring examples

This section illustrates how to use scaffolding and to score a student's performance on designated performance indicators. Examples of what the test administrator might say and do at each level of the scoring rubric are shown for sample reading and mathematics test activities. In the following examples, the reading test activity involves listening to a story and answering questions about what was read. The mathematics test activity involves a counting task.

### Student responds accurately and with no assistance. (4)

To score a performance as a 4, the student must demonstrate the observable behavior without additional information or direction to the correct response from the test administrator. The test administrator may repeat the question or focus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at me," touch the student's hand or elbow). The test administrator may not give the student any additional information about what is expected, simplify the test activity, or lead the student to the desired response in any way.

#### **Reading Example**

- *When given a choice of 4 pictures/objects and asked to indicate the one related to the story just read, the student names, eye gazes to, touches, or points to the correct picture/object accurately and independently, when given adequate wait time.*
- If the student responds correctly, a score of 4 is given.
- If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

#### **Mathematics Example**

- *When asked to count five CD cases, the student counts them all correctly, given adequate wait time.*
- If the student responds correctly, a score of 4 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three. (3)

The test administrator provides more information about what behavior is expected and may clarify the directions. At this point in the scaffolding, a demonstration of what is expected may be given, using an example that is parallel to the performance indicator assessed. If the item is structured in a multiple-choice format, the test administrator may remove one of the options (leaving 3 choices). The test administrator may refocus the student's attention to the test activity, with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at the pictures"; touch the student's hand or elbow).

#### **Reading Example**

- *The incorrect picture/object chosen by the student is removed, and the student is asked again to indicate the one related to the story just read. If the student did not previously respond at all, the test administrator will choose one of the incorrect responses to remove.*
- *The test administrator says, "Remember the story we just finished? We looked at all of these pictures while we read the story. (Indicate pictures.) Can you find the one from these three that we looked at while we were reading?"*
- If the student responds correctly, a score of 3 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

#### **Mathematics Example**

- *The test administrator demonstrates counting with one set of CD cases and says, "Now you count your CD cases."*
- *The test administrator says, "I will help you get started counting. One, two..."*
- If the student responds correctly, a score of 3 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student responds accurately when teacher provides basic yes/no questions or forced choices between two options. (2)

The test administrator provides very specific information about what behavior is expected at this point. If the item is structured in a multiple choice format, the test administrator may remove another one of the options (leaving 2 choices). Clearly providing a very narrow range of options, such as asking the student a yes or no question, is the type of assistance that may be provided. The test administrator may refocus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at these two pictures"; touch the student's hand or elbow).

#### **Reading Example**

- *One more picture is removed, and only two choices remain. The test administrator asks, "Was the story about this picture or that picture?"*
- If the student responds correctly, a score of 2 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

#### **Mathematics Example**

- *The test administrator says, "Here are the five cases we are counting. One, two, three, four...what comes next? Five or six?"*
- If the student responds correctly, a score of 2 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance) (1)

The test administrator reduces the options available to the student so that only the one correct response is available and the student chooses that option. The test administrator also may model the correct response so that the student repeats that response. Hand-over-hand assistance may be provided at this point in the assessment: The student may be gently guided to indicate the correct response. Hand-over-hand assistance implies that the student is allowing the test administrator to guide him/her to point to or otherwise indicate the correct response.

### **Reading Example**

- *The correct picture is the only one left. The test administrator points to the one remaining picture and says, "This picture shows what the story was about. Can you show me the picture that shows what the story was about?" The test administrator then guides the student to the correct response.*
- If the student responds to the administrator's guidance, a score of 1 is given.
- If the student does not respond or actively resists, the test administrator will assign a score of 0.

### **Mathematics Example**

- *The test administrator says, "Let me show you the cases while we count. One, two, three, four, five. Can you count them now, too?" The test administrator may take the student's hand to indicate each case as they count together.*
- If the student responds to the administrator's guidance, a score of 1 is given.
- If the student does not respond or actively resists, the test administrator will assign a score of 0.

Student does not respond or actively resists. (0)

By the time a student's performance reaches this point on the scoring rubric, previous forms of support, encompassed within categories 4 to 1, have been attempted for the performance indicator. **If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the test activity in any way, it is recommended that the assessment be stopped and resumed at a later time.** If the reading test activity is halted at any time during administration, reread the story before beginning the remaining items. If the mathematics test activity is halted at any time during administration, show the student the materials with which you were working, and review the last performance indicator that the student completed before halting the assessment.

#### **Reading Example**

- *The student refuses to participate in the test activity, resists hand-over-hand assistance, throws the materials, turns away, etc.*
- *The student's responses are impossible to score; when guided to touch a picture, the student touches other objects*
- *The assessment administrator will assign a score of 0.*

#### **Mathematics Example**

- *The student mixes up or plays with the CD cases.*
- *The student attends to other activities in the room and has no interaction with the test administrator or the assessment materials.*
- *The assessment administrator will assign a score of 0.*

## Scoring summary

The instructions and examples illustrate the following rules for scoring:

- Begin with the introductory items and score 4 or 0.
- Use the full scale of 4, 3, 2, 1, and 0 to score the test activity items. Start with level 4 and work systematically through the scaffolding system for every performance indicator, as necessary based on the student's response.
- Allow for appropriate wait time as you scaffold through each level of the scoring rubric.
- Do not repeat questions or directions numerous times.
- Visual, verbal, gestural, and physical cues are allowed in each level except 4.
- Record only one score for every item.
- Use the 0 only if the student does not respond or actively resists.
- Halt the administration if the student is showing a pattern of resisting, is becoming fatigued or is not participating in any way, and resume testing at another time.
- Halt the administration if the student scores in level 1 or 0 for five consecutive items. Leave the remaining items blank.

## Making the CRT-Alternate Accessible to All Students

Because of the diversity in the population of students participating in the alternate assessment, educators will need to customize the materials and provide individualized ways for students to access the materials, participate in the test activity, and respond to the questions. The same communication and response strategies routinely used with the student in daily instruction should be used in these test activities. While preparing to implement these test activities, think about the way in which you deliver information to the student and the way in which the student will respond to you. Consider the student's physical, sensory, and cognitive skills when selecting and customizing test activity materials. There are no restrictions on the use of specialized materials and assistive technology (AT). **Use whatever approaches are effective in obtaining the best response from the student.** The use of supports will not affect the student's score.

Factors to consider when preparing to administer this test activity:

- For students who receive therapy services as part of their educational program, therapists can provide guidance on optimal positioning and seating supports.
- Sensory and/or physical limitations may require modification in your delivery of a question or the use of alternatives to standard print materials.
- If the student uses some form of augmentative communication system, it is critical that response options appropriate to the test activity are available **for each item on the assessment**. This may necessitate the creation of different communication displays, overlays, or programming of a communication device.

Sample test activity materials have been prepared for the test activities. They include picture response choices for questions that are structured as multiple choice items and picture symbols that can be used to support communication for students who require augmentative communication supports. The materials needed for the reading activities have also been developed. These materials are available online, and can be downloaded by following these steps:

1. Go to [www.measuredprogress.org](http://www.measuredprogress.org)
2. Scroll down and select "clients".
3. Next, select "Montana".
4. Next, select "Alternate Assessment".
5. Click on the heading "Nonsecure CRT-Alternate Test Materials".



As you review the materials, you will see that materials are available in various sizes and formats. Select the materials that are best suited to your student. Since it is not possible to anticipate every type of display that might be needed, you may need to further customize these materials before implementing the test activities. **Please note that access to a color printer is critical when you download these materials.**

### **Implementation considerations for a sample of test activities**

The following examples are provided to demonstrate how various modifications or adaptations applied to a sample of the test activities could encourage student responses.

#### **For test activities that require the student to use a book, story, or other text**

- Select a book format that is best matched to the student's needs and interests (e.g., large-print or audio format, Braille, adapted book on CD, or videotape).
- Provide an auditory list of choices (e.g., "Do you want to listen to a tape, or watch a video, or look at the BIG book?").
- Add picture symbols to each page of the text to reduce the complexity of the message and highlight the essence of the story.
- Provide actual objects associated with the story for the student to select.
- Provide time/opportunity for the student to explore the book.
- Tell the student it is time to listen to the story.
- Engage the student in turning pages of the book by adding Velcro tabs or sticks to simplify page turning.
- Present objects/textures that correspond to what is going on in the story.

#### **For test activities that require the student to identify a picture, match pictures, or sequence events in a story**

- Depict available choices by displaying pictures.
- Use Velcro strip boards or magnetic boards and pictures to which Velcro dots or magnets have been attached on the back.
- Enlarge pictures or pair them with objects or with yes/no symbol cards.

For test activities that ask the student to sequence a series of directions or place numbers in order

- Use Velcro strip boards or magnetic boards with number cards to which Velcro dots or magnets have been attached on the back.
- Program a set of switches with auditory output, such as a Step-by-Step Communicator, with the number cards placed on top.
- Use raised dots.

For test activities that require multiple-choice response options

- Provide only four response options for multiple-choice items. Include only one correct response and three incorrect responses. One of the incorrect responses should be obviously incorrect. Depictions of both correct and incorrect responses are provided online and are available for downloading.
- Create a loop tape with spoken choices to allow students to scan in an auditory mode.
- Use pictures or objects as response options and picture symbols for yes/no responses.
- Use multiple Big Mac switches which may allow the student to make choices and answer yes/no questions.

For test activities that require an open-ended response

- Describe concepts in simple terms and provide visual aids to illustrate concepts.
- Provide communication supports (e.g., choice board, overlay on a vocal output device, yes/no board) for students to use to express the information you are asking of them.

## **Contact Information**

### **Assessment materials**

For questions regarding materials, shipments and return procedures, contact Measured Progress:

Jamie Alford-LaSorsa  
Phone: 1-800-431-8901 x2228  
Fax: 1-866-283-2197  
E-mail: [jalfordlasorsa@measuredprogress.org](mailto:jalfordlasorsa@measuredprogress.org)

### **Administration procedures**

For questions regarding the administration of the test activities, contact the Montana Office of Public Instruction or Measured Progress:

Judy Snow  
Phone: 1-406-444-3656  
E-mail: [jsnow@state.mt.us](mailto:jsnow@state.mt.us)

OR

Susan Moore  
Phone: 1-800-431-8901 x2237  
E-mail: [skmoore@measuredprogress.org](mailto:skmoore@measuredprogress.org)

### **For suggestions on how to adapt the test activities for your students:**

Gail McGregor  
Phone: 1-800-732-0323 or  
1-406-243-2348  
E-mail: [mcgregor@ruralinstitute.umt.edu](mailto:mcgregor@ruralinstitute.umt.edu)